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ABSTRACT

This document describes a model (the PASS Model) that allows for universities to develop programs and facilities that are of mutual benefit to the university and to the community of which it is a part. The University of Pennsylvania has developed this particular model, and it is implemented in the form of the West Philadelphia Free School. The Community Enrichment Program of the PASS Model is designed to acclimate students to the unfamiliar world of business, industry, and the arts. Students work and study in offices and hospitals, learn to run computers, handling business transactions, and develop interests and talents in the arts and academic disciplines. The aim of the program is to increase the students' areas of experience and competence, to encourage him to make choices and take risks further afield, and to give him real reasons for mastering the basic skills. An indepth description of the renovated houses used as classrooms is included in the document, as well as accounts of the various obstacles confronted and how they are being coped with. It is hoped that this model will be of help to other urban and metropolitan universities in implementing similar programs. (Author/HS)

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Scattered Schools

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HE 002 940

Scattered Schools

Aase Eriksen — University of Pennsylvania

This study was conducted with a grant (No. 71-7063071) from the U. S. Department of Health, Education and Welfare, administered through the Pennsylvania State Commission on Academic Facilities, under the Higher Education Facilities Act of 1963, Title I.

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The author wishes to express her thanks to the research team for their suggestions and hard work. She also wishes to express special appreciation to Judith Messina and Timothy Spelman for their valuable assistance in writing and design.

Aase Eriksen

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Preface

This study is the result of a Special Opportunity Planning Grant from the Pennsylvania State Con on Academic Facilities under Title I of the Higher Education Facilities Act of 1963. The grant is to institutions in each state for the design of facilities development plans which provide jointly fo tional needs and either community development needs or the needs of economically disadvantaged s

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It is important for the reader to try to see beyond the one solution. The way is not crystal clear patterns and processes which we have developed and implemented have resulted in one successful which can be applied elsewhere and to other divisions of the institution as a viable plan for deve and expansion. More importantly, the methodology and points of view can be applied not only urban institutions, but also to other metropolitan area colleges if one views the ecological comm valuable to an institution's life. Such a program can also be expanded and extended to other schoo the university.

Of equal importance is the service rendered to the community at large and the cooperative natu program involving the various interests in the community. By involving these interests in the pr public education and by exploiting the resources already available in the community, the system o education may be strengthened and reinvigorated. Hopefully, cooperation in this one program wi greater cooperation in other matters of importance to all members of the community.

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Objectives

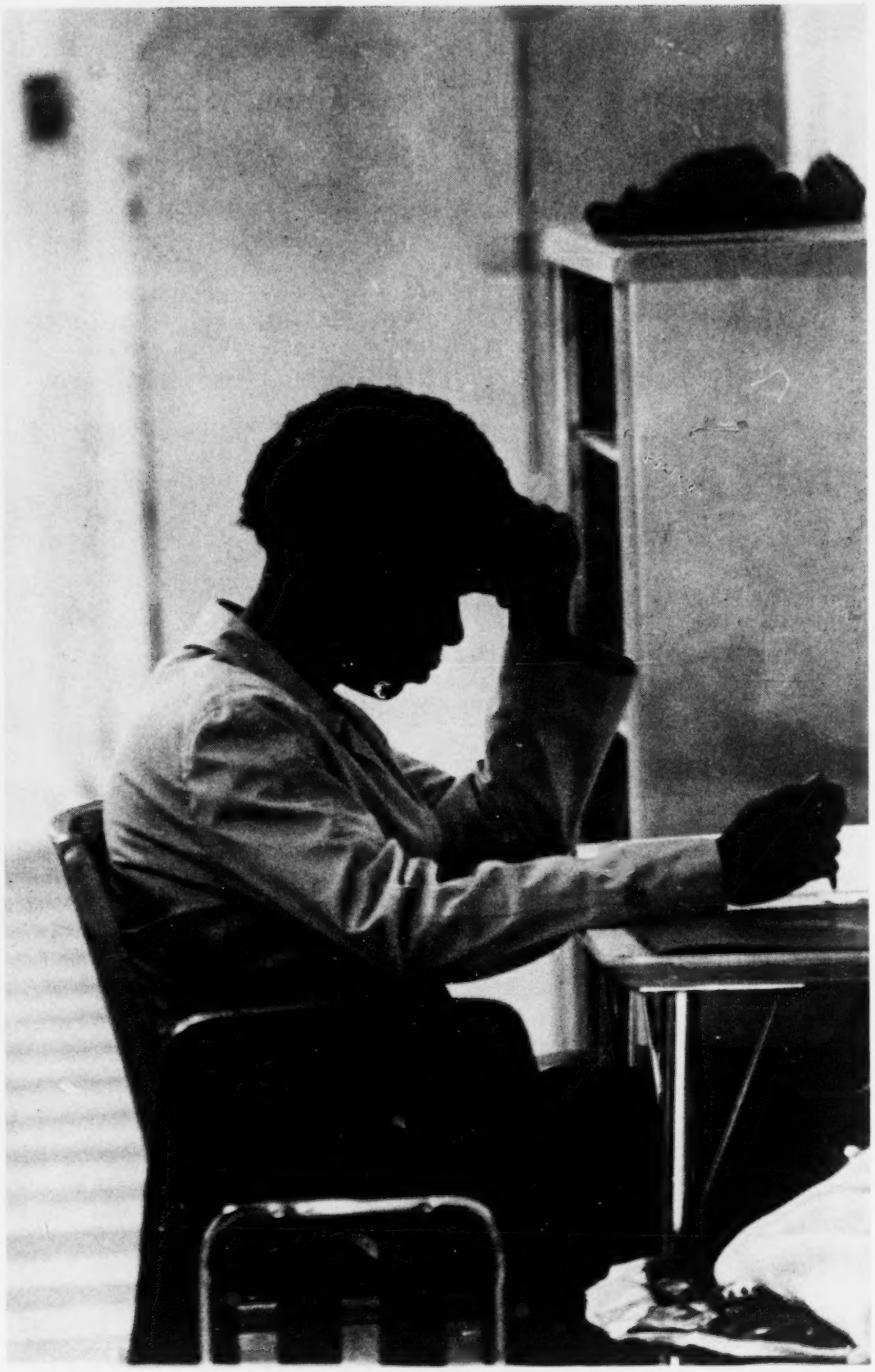
1. To present an educational planning model which can be replicated and reinterpreted by other communities and universities.

2. To demonstrate how a university or college can expand its educational program and facilities and at the same time be of benefit to the local community.

3. To illustrate the implementation process from theoretical model to reality:

   a. To illustrate the essential elements of the West Philadelphia Community Free School model and elaborate on those aspects pertaining to facilities planning.

   b. To describe the particular characteristics of the community in which the model is being implemented.



The Community

West Philadelphia is largely a residential community crossed by several major transportation and interspersed with commercial districts, government and private institutions, and in complexes. From its settlement in the 18th century as an area of farms and rural estates, it is now urbanized despite the fact that the majority of structures in the community are dwelling units.

Inadequate and deteriorating housing are serious problems. Some small areas, particularly Man now under redevelopment, but rehabilitation proceeds too slowly to make great inroads into the problem. The expansion programs of the University of Pennsylvania and Drexel University have the destruction of housing facilities which have not since been replaced. The penetration of com and industrial districts into residential areas has caused further deterioration of existing housing. for areas in the northwestern portion of West Philadelphia, the typical dwelling unit is the row h three-story dwelling with from eight to ten rooms.

The population of the community has increased steadily for the past century, leveling off t 300,000 in 1960. As in many northern metropolitan areas, white residents have moved out of and been replaced by blacks. As a consequence, in 1960, 53% of the population in West Philadelp black. Those blacks moving into the community have, for the most part, been younger than the and have larger families. Consequently, local agencies have been under increased and sustained from residents for the expansion and improvement of school facilities.

These factors combine to exacerbate the cycle of urban problems. No single solution exists, b is an obvious need to deal with conditions on several levels and in several areas. The PASS Mode will be described in this study, is one method whereby the resources of the community may be inward for the improvement of community facilities and to the benefit of all members community.

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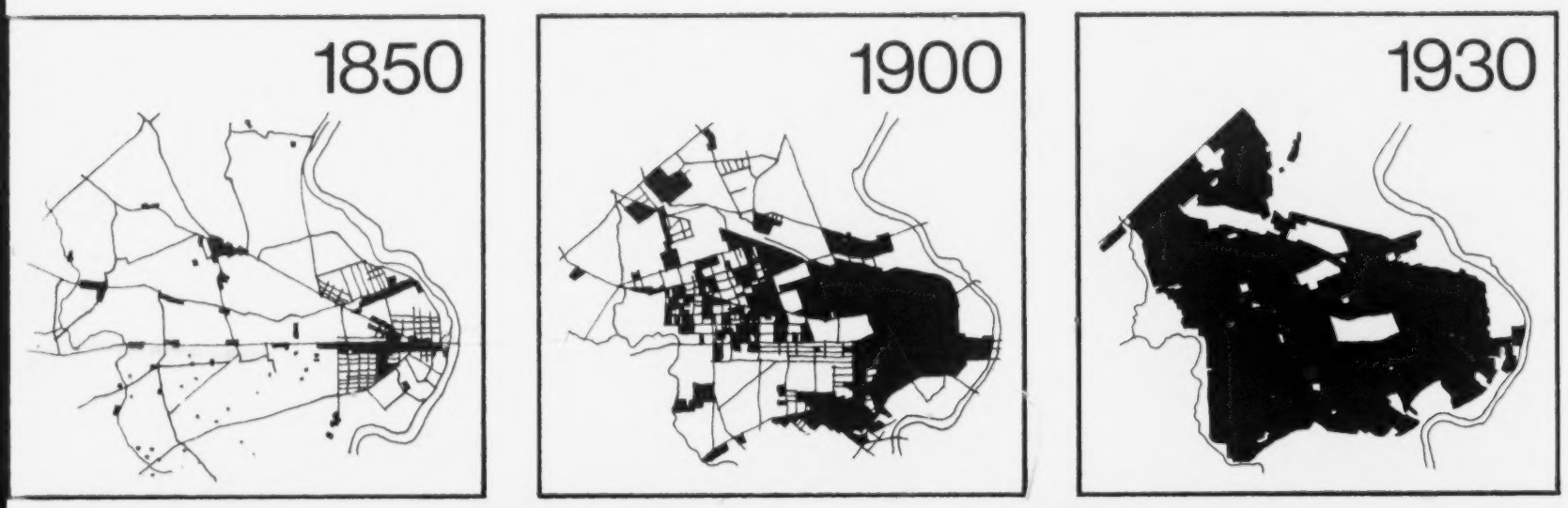
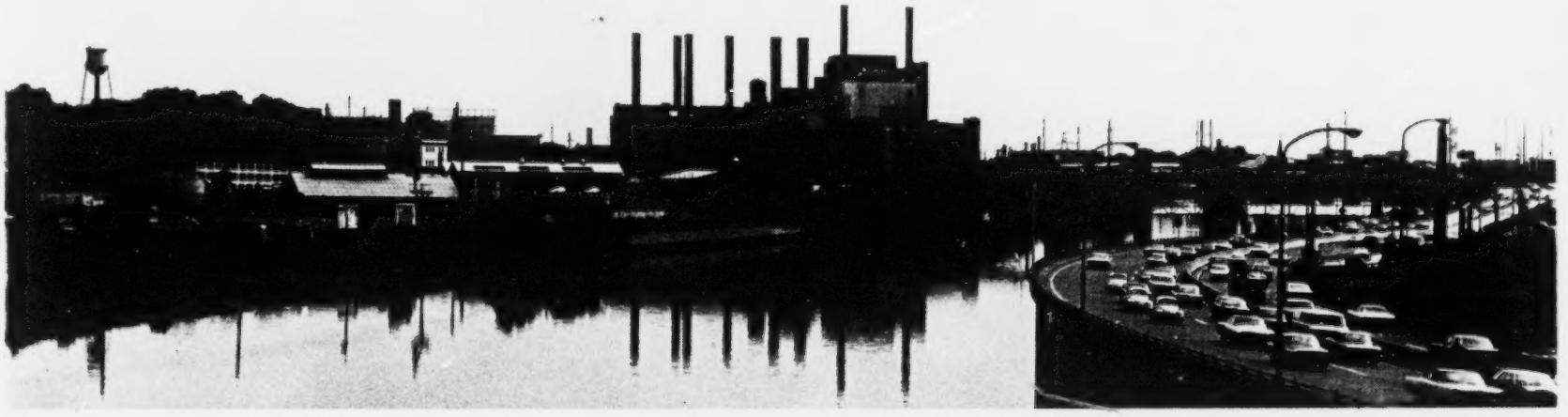
Growth



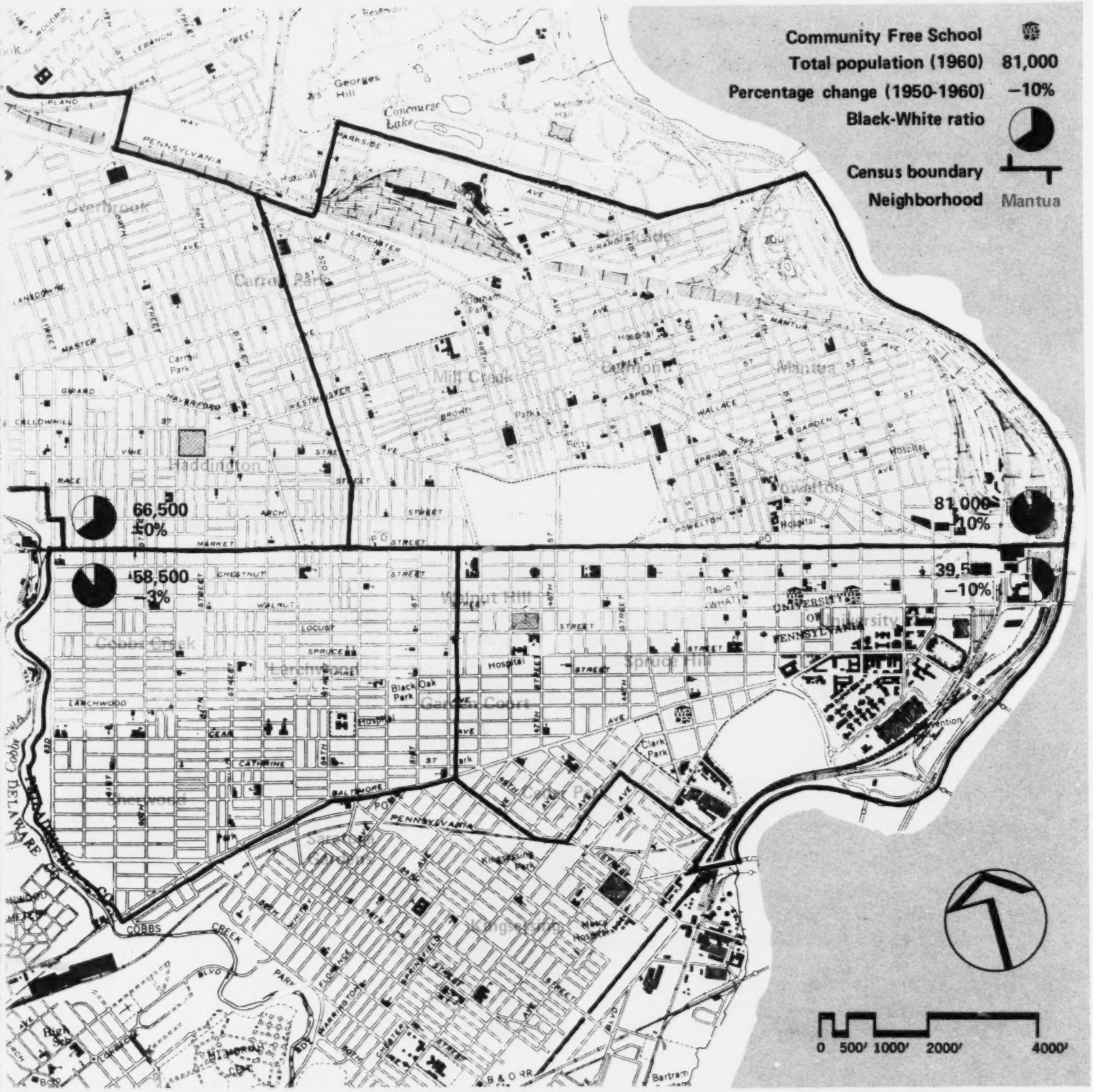


Business

Institution

Community

Population

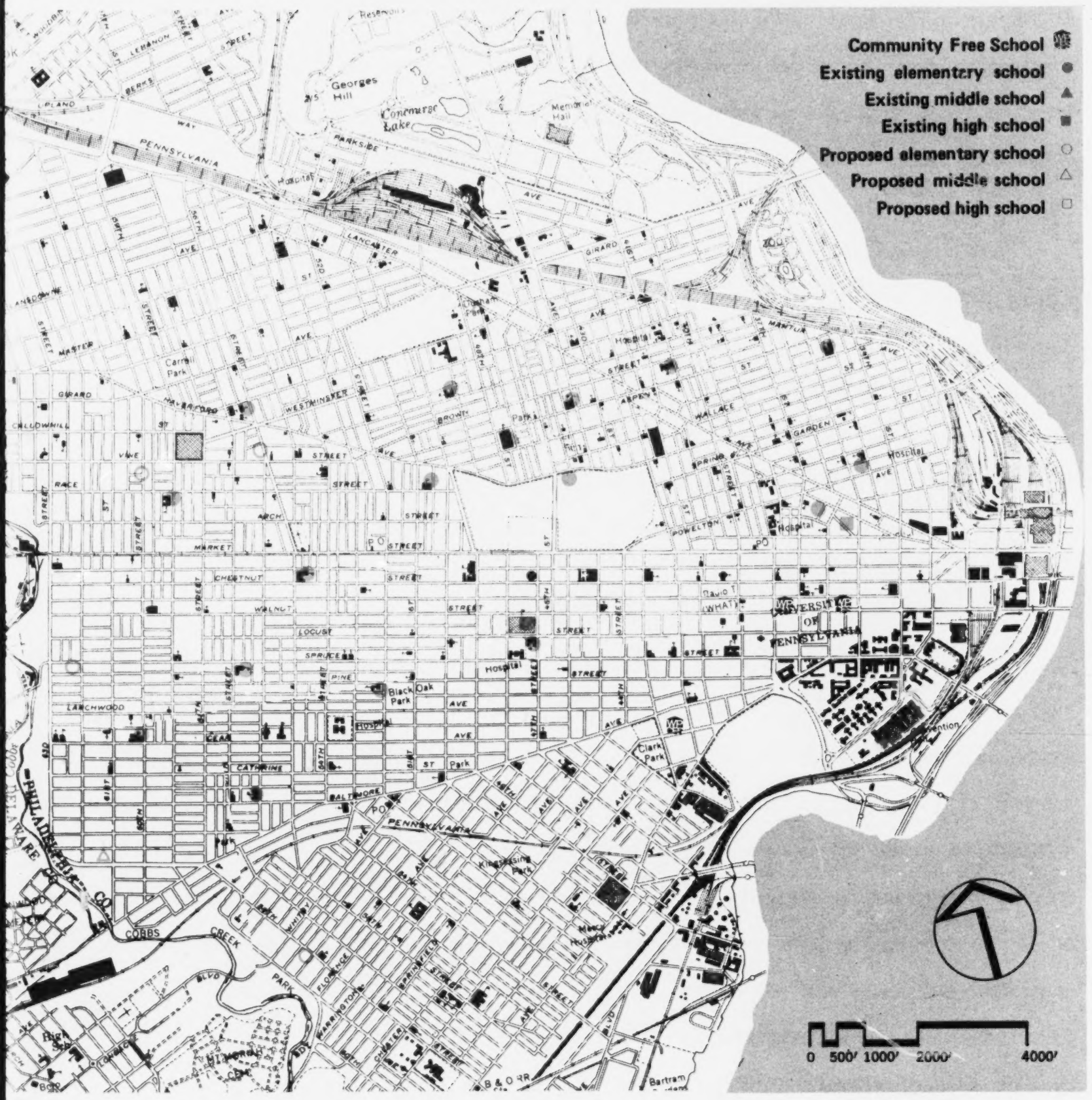

Community Free School
Total population (1960) 81,000
Percentage change (1950-1960) −10%
Black-White ratio
Census boundary
Neighborhood Mantua
66,500
±0%
58,500
−3%
81,000
−10%
39,5
−10%
0 500' 1000' 2000' 4000'

West Philadelphia is a large and diverse community whose problems are those facing all urban areas in the United States, not the least of which is public education. The problems of education are indeed critical as the public school system is one institution in the community which has the inherent capacity to provide for long range goals and change. At present facilities are grossly inadequate, buildings are outdated, overcrowded, and plagued by vandalism. The dropout rate is high, and a good percentage of those who do graduate cannot read or write sufficiently well to enter the job market at other than low levels. Teachers as well as students and community members are highly dissatisfied with educational facilities and conditions in Philadelphia.

Some residents of West Philadelphia are able to spare themselves and their children from the problems of the public system. These are the whites and the few blacks who can afford to send their children to private and parochial schools. The majority of blacks, however, do not have this option because they cannot afford the price of private education. Consequently, these parents have no alternative but to send their children to the public schools where, if they are lucky and conscientious despite overwhelming odds, they will learn the minimal skills necessary to find employment or to enter college or other post-high school training.

These are the public schools. The institutions of higher learning in West Philadelphia also face problems of money and facilities. Their traditional role has been that of research and the training of scholars and professionals. To that end, universities throughout the country have been expanding their facilities at a rapid rate to meet the increased demand for higher education. In urban areas, this means expansion into the residential community, tearing down homes and other facilities to provide for the university community. Residents thus see the traditional goals of the university in conflict with their own. Witness the battle over the Morningside Heights gymnasium at Columbia University. The complaint

Schools


Community Free School
Existing elementary school
Existing middle school
Existing high school
Proposed elementary school
Proposed middle school
Proposed high school
0 500' 1000' 2000' 4000'
Georges Hill
Concourse Lake
Memorial Hall
PENNSYLVANIA
PARKSIDE
Hospital
LANCASTER
GIRARD
Carroll Park
Brown's Park
WESTMINSTER
WALLACE
GARDEN
POWELTON
MARKET
CHESTNUT
WALNUT
LOCUST
SPRUCE
PINE
LARCHWOOD
Black Oak Park
Clark Park
BALTIMORE
UNIVERSITY OF PENNSYLVANIA
Kingsessing Park
CORBS CREEK PARK BLVD
B & O RR
Bartram

of the residential community is that housing facilities have been torn down, but no new housing has been constructed, that the urban university has not applied its expertise, facilities, and personnel in any substantial way to alleviating the critical problems of the city. The university has engaged in small scale community projects, but as yet has made no large inroads into the problems of metropolitan areas.

Business and industry in the urban community are subject to similar criticisms in that they have not turned their profits back into the community in such a way as to improve the living and working conditions of city residents. Business, however, also reaps the disadvantages created by the cycle of urban problems. The inadequacy of educational facilities and the consequent ineffectiveness of the schools means that business must often go outside the community in search of capable employees. More and more industries are moving out of the city in search of lower tax and wage rates and less political pressure. Those industries which do remain and do feel a commitment to the community are perplexed as to what their role should be in helping to solve urban problems.

Education is one area which can provide the link among various interests in the community. The inadequacy of educational facilities is critical in that they are intimately related to the quality of education children receive and to their attitude toward the process of education in which they are engaged. If community residents see the institutions of higher learning and business as alien to their interests, no less do they view the public school system as hostile and ineffective. It is a system in which they have no choice and over which they have no control. The typical school building is a manifestation of all the community feels about the educational system: it is large, cold and impersonal, rigidly controlled physically and administratively, and divest of any sense of pleasure or joy in learning. Overcrowding compounds the problem since large numbers of students force administrators to increase their measures of control and discipline. Students, "turned off," react, and control is again increased.

Businesses and Institutions

Facilities Needs and Resources Available

Following is an outline of the new facilities, renovations, conversions, and miscellaneous projects which the Board of Education proposes will be necessary to accomodate the student population of Philadelphia by 1974.*

New Schools	
High	13 (3 in West Philadelphia area)
Middle	27 (7 in West Philadelphia area)
Lower	28 (7 in West Philadelphia area)
Additions	
High	4
Lower	21 (3 in West Philadelphia area)
Special	1
Conversions	2 (1 in West Philadelphia area)
Miscellaneous Projects	8

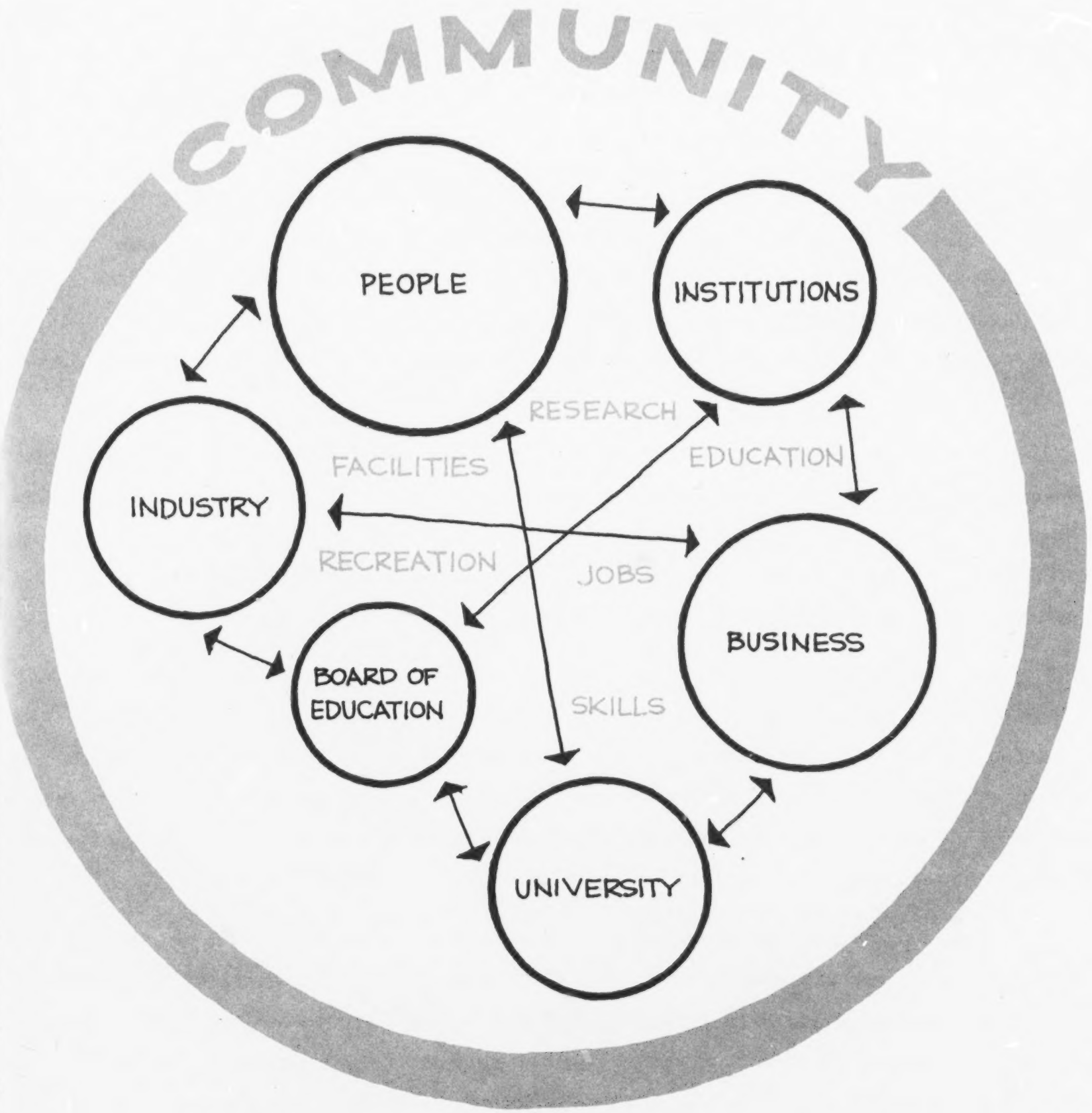
Below is an outline of community resources available in West Philadelphia which can be used as support for a school based on the PASS Model.

Businesses	44 with over 100 employees**
Hospitals	7
Institutions of Higher Learning	4
Community Organizations	120 including church and civic groups; legal, housing and medical aid agencies; community action groups

* School District of Philadelphia, Capital Program, 1968-1974.

** Based on 1968 figures of firms registered with the West Philadelphia Chamber of Commerce.

Interrelationship of Needs



The Model

The PASS Model (Public Alternative School System), first implemented in th
Community Free School, is designed to give parents and students a choice in pu
Schools represent an alternative coexisting with traditional public schools within the
system and offering innovative educational goals and methods.

The PASS School is based on the close partnership of community groups: comm
Board of Education, an institution of higher learning, and local business and
representatives of these four groups sit on the school's Community Board of Direc
and directs the implementation of the PASS Model. The school's administration c
and a constant flow of communication between the school staff, the Commu
students.

The innovative physical structure of the PASS School may be adapted to fit th
environment. The school consists of Houses, containing no more than 200 studen
throughout the community. Overcrowding will never occur, for as the studer
additional commercial or residential buildings will be acquired and renovated.
reduces the need for expenditure of capital funds in the building of new schools.

The school's innovative aspects are seen both in its physical structure and educa
entire program is nongraded: grade levels have been eliminated and letter or numeric
detailed evaluations of each student's work and progress. In this way, individualiz
about naturally and forms the basis of the learning process. Graduate interns in
university and paraprofessional community teachers join certified faculty to lowe
ratio and permit individualized and small group instruction to take place.

The university also provides facilities when necessary to supplement those of the
theater, laboratories, and playing fields. Students, faculty, and other membe
community are encouraged to take part in the educational and extracurricular p
their time, services, and talents to the high school students of the community.
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del

SS Model (Public Alternative School System), first implemented in the West Philadelphia y Free School, is designed to give parents and students a choice in public education. PASS epresent an alternative coexisting with traditional public schools within the metropolitan school d offering innovative educational goals and methods.

SS School is based on the close partnership of community groups: community residents, the Education, an institution of higher learning, and local business and industry. Concerned atives of these four groups sit on the school's Community Board of Directors which supervises ts the implementation of the PASS Model. The school's administration depends on flexibility nstant flow of communication between the school staff, the Community Board, and the

novative physical structure of the PASS School may be adapted to fit the needs of any urban ent. The school consists of Houses, containing no more than 200 students each and scattered ut the community. Overcrowding will never occur, for as the student population grows, commercial or residential buildings will be acquired and renovated. This process greatly e need for expenditure of capital funds in the building of new schools.

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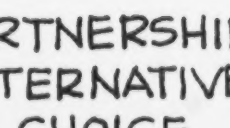
STRUCTURAL



PARTNERSHIP,
ALTERNATIVE,
CHOICE

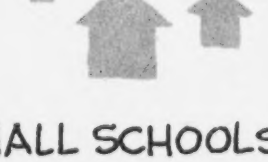
CONCEPT

EDUCATIONAL

INDIVIDUALIZED,
NON-GRADED,
LEARNING

CONCEPT

ENVIRONMENTAL



SMALL SCHOOLS
ON SCATTERED
SITES

CONCEPT

WHEN COMBINED MAKE

faculty, and a means whereby undergraduates may be of service to the community and also gain course credit by doing so.

The concept of Houses is basic to the educational goals of the PASS Model. Students are encouraged to decorate, name and maintain their Houses, and in so doing to develop a feeling of unity among themselves and a sense of pride in their school. Within the House, each teacher is responsible for a small Family Group. Family Group members come to know each other and their teachers on a close, personal level – the real basis on which learning can build.

The focus of the educational program is on the mastery of basic skills. Teachers often work in teams, approaching basic skills from different directions. Experimental interdisciplinary curricula, such as reading and writing workshops and humanities "mini-courses," are regular elements of the educational program. In a personal and innovative way, teachers and students explore all the basic skills taught in regular public schools

The educational program is also carried outside the school. The Elective Enrichment Program offers students the opportunity to visit and learn in community businesses and other institutions. Each student is urged to take at least one outside elective course, thus spending 20 to 30 percent of his time in the community. The theory behind the program is that an innovative form of education can acclimate students to the unfamiliar world of business, industry, scholarship, and the arts. They work and study in offices and hospitals, learn to run computers, handle business transactions, assist in laboratory research, and develop interests and talents in the arts and academic disciplines. The Elective Enrichment Program has as its aims to increase the student's areas of experience and competence, to encourage him to make choices and take risks further afield, and to give him real reasons for mastering basic skills.

HUMANIZED
STRUCTURAL ENVIRONMENTAL
EDUCATIONAL
EDUCATION

The goals and objectives of the PASS Model are implicit in its physical and educational structures. They are as follows:

A. Humanize education: Provide an educational environment

   1. Where students believe and feel that they can control what happens to them.

   2. Where students feel that they have a real part in the development and success of their school.

   3. Where students feel that what they think, feel, say, and do can make a difference.

   4. Of security, affection, and trust without fear of recrimination.

B. Develop a sense of freedom, being both free and able to make decisions.

   1. Develop self pride.

   2. Develop the ability to make choices and take risks.

C. Develop a feeling of responsibility for the success of others.

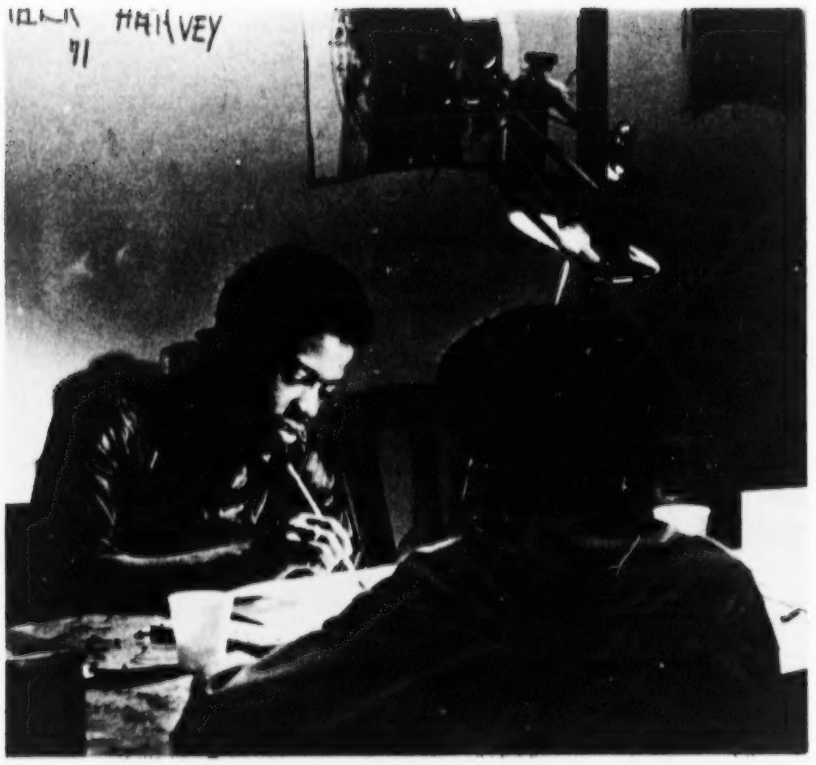
D. Master basic skills.

E. Widen horizons of students and raise their level of aspiration.

The PASS Model provides a means whereby both an institution of higher learning and an urban board of education may expand their facilities and at the same time provide an innovative structure and educational program for their students.

The PASS Model provides parents with a choice of public education for their children and with the opportunity for active involvement and decision-making power in the operation of the school. It brings together various interests within the community in working for a common goal that is of benefit to all.

The PASS Model emphasizes the learning of basic skills and the widening of a student's areas of experience and competence so that upon graduation he is better able to make choices and to enter fields and professions where he can make the greatest use of his talents and abilities.


HARVEY

Implementation

In May, 1969, a group of concerned community members constituted themselves as a bo with the problems of overcrowding at West Philadelphia High School, students' failure to basic skills by the time of graduation, their lack of interest in school, and their low scores entrance and other standardized tests. This community group appealed to the University of Pe for help in solving these problems because they felt the University, as the largest institu community, had the facilities, personnel, know-how, financial resources, and indeed, the respo make an effective and significant contribution to the community and to public education.

In August, 1969, the University appointed Dr. Aase Eriksen of the Graduate School of Ed the educational consultant to the group which charged her with the task of developing a mode kind of education in West Philadelphia. The University's role was to be that of a guide and help and provide the influence and pressure when necessary for the community to achieve it meet its needs. Dr. Eriksen, on the basis of her own educational experience and philo considering the needs and desires of the community, developed the upper school part of the P to be implemented as the West Philadelphia Community Free School. The community ac model and the Board of Education agreed to assume part of the initial cost of implementation three years to absorb all costs into its yearly budget. The Trustees of the University made a $6 to the project to underwrite the additional costs of implementing such an experimental school

In September, 1969, concentrated effort began in order to open the first unit of the West P Community Free School in November. A house was acquired and plans for its renovation wer by University and Board of Education planners. President Harnwell of the University of Pe conducted several luncheons attended by business and community leaders to seek their supp participation in the Elective Enrichment Program and in other aspects of this new alternative s

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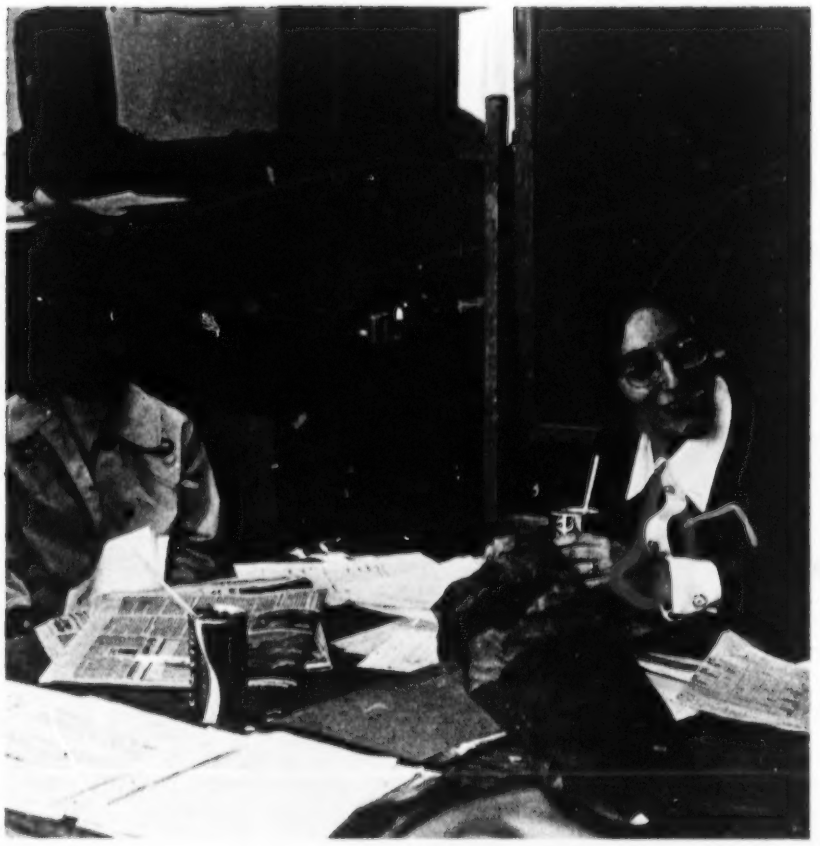
In September, 1969, concentrated effort began in order to open the first unit of the West Philadelphia mmunity Free School in November. A house was acquired and plans for its renovation were drawn up University and Board of Education planners. President Harnwell of the University of Pennsylvania nducted several luncheons attended by business and community leaders to seek their support for and rticipation in the Elective Enrichment Program and in other aspects of this new alternative school. The



University Provost also sent a letter to every faculty member asking for their participation in the enrichment program. By the time the first unit opened, 90 enrichment courses for students to choose from had been arranged.

The original community group (now the Community Board of Directors) began to meet once a month (eventually twice a month, and then each week) to plan the program of implementation and to set policy for the operation of the Community Free School. This board consisted of those community people who had first sought help from the University, including the principal of West Philadelphia High School, University representatives, the educational consultant, and eventually a representative of the business community. The educational consultant and her staff worked full time on the implementation process. Along with Community Board members, they selected a site and wrote building specifications; interviewed selected, and trained teachers; ordered materials and equipment; planned curriculum; met with business and community people to plan enrichment courses; selected a random sample of students and contacted them and their parents; and spoke to other interested community members to encourage their support and participation.

When the first house opened in February 1970, the original site selected was not yet available for occupancy, so that another building was acquired for the interim. However, it was later considered and approved as the second site for the Community Free School because of its convenient location and its properties as a commercial building. Although the initial plan was to accomodate 1000 students from West Philadelphia High School in units of up to 200, the enrollment for the 1970-71 school year was held to 500 students in 3 units. In the spring of 1970, a third unit was acquired different from the first two so that comparisons of the use of space in each unit could be made. This third structure has the advantage of being close enough to the University, and at the same time is located within the residential area of West Philadelphia.

3833 Walnut St.

3625 Walnut St.

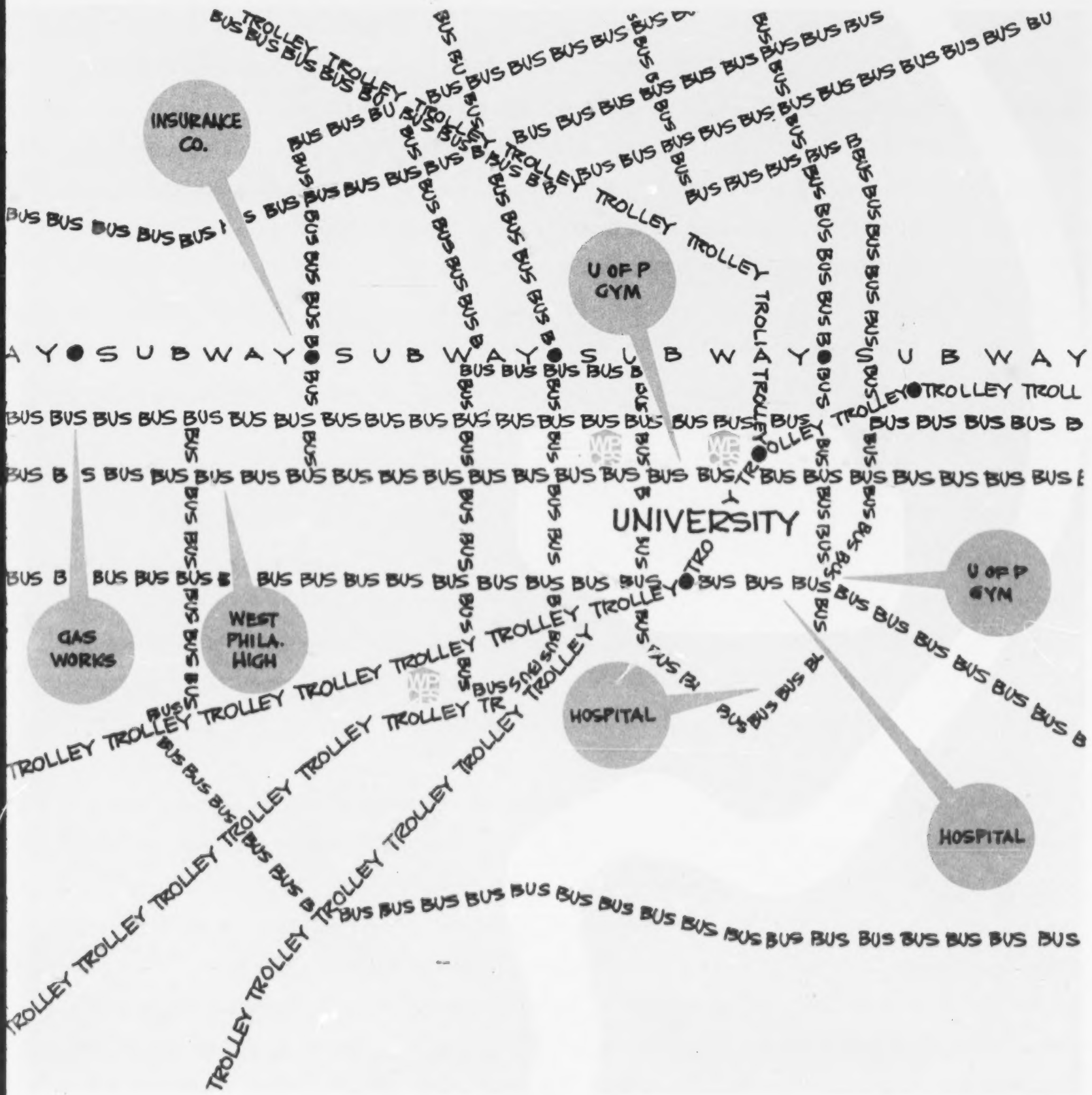
4226 Baltimore Ave.

The PASS Model calls for small schools to be distributed throughout the community according to a scattered site plan. The aim is to make the community an integral part of the educational process as the plan places small schools in residential and commercial neighborhoods and gives residents access to the facilities of the schools.

The Elective Enrichment Program, the use of the traditional high school as a resource center, and the planned interaction among houses make the selection of sites within the community a critical process. Students must be able to move freely within the community with minimum expenditure of time and energy in order to participate in all parts of the program. The following are the criteria to be kept in mind and looked for in choosing sites:

1. Relationship to high school feeder area
2. Transportation access
3. Relationship to other PASS School units
4. Relationship to traditional high school
5. Proximity to supporting facilities
    a. Institutional, including libraries, universities, auditoriums
    b. Commercial establishments
    c. Indoor recreation, e.g., gymnasium, and outdoor recreation, e.g., playing fields
    d. Eating facilities
    e. Special facilities, e.g., theaters
6. Relationship to existing neighborhood structure and organization, i.e., the community school is an integral part of the community in which it is located.
7. Relationship to existing and projected school space needs, i.e., capacity to reduce overcrowding
8. General availability of potential house unit space: new and rehabilitated
9. Relationship to overall pattern of the PASS School units

Free School Network



These criteria are not necessarily in the order of priority. Their relative importance depends upon the characteristics of the community, its needs, and the resources available. The preponderance of row houses in West Philadelphia made it practical for the West Philadelphia Community Free School to choose one of these as its first unit. The typical row house, moreover, seems able to accomodate from 100 to 150 students at any one time, and this was in accordance with the initial intent to have students spend 50 percent of their time outside the house participating in the Elective Enrichment Program. The West Philadelphia Community Free School also found it expedient to select the first house near the University, for initial ties with the University and dependence upon it for facilities and personnel were great. Moreover, pressure from the community for relief of overcrowding at West Philadelphia High School left little time for much searching, so that a suitable house, immediately available and in close proximity to the University seemed the answer.

The first three units of the West Philadelphia Community Free School are located relatively close to the University, two within the campus complex itself. Obvious trade-offs have been made, but as more units are developed and as the Board of Education assumes greater fiscal responsibility for the operation of these alternative schools, the need for proximity to the University will not be so great. As more and closer ties with other institutions in West Philadelphia are developed, these institutions may take over some of the program's needs, e.g., space which the University has heretofore provided.

Although the model calls for the use of businesses and industry in the community, many possible resources for the Elective Enrichment Program, although within the community, are not within easy traveling distance. The model calls for at least one and probably several mini-busses, depending on the number of units in operation, for traveling to and from enrichment courses, the resource center, and other house units. Lack of such a bus for the West Philadelphia Community Free School has caused serious problems particularly for the operation of the Elective Enrichment Program. It seems practical, in this situation, to develop alternate means of transportation such as the use of public facilities, walking, and bicycles.

The typical house unit of the PASS School is comprised of 200 students in twelve Family Groups of twelve to fifteen students each. Each house unit has four spatial components:

I. TEACHING SPACES

A. Fixed Spaces for specific activities provided with special non-portable facilities and areas for group and individual study (carrels).

1. Reading and Writing Workshop has a normal capacity of 25 but should be able to hold a maximum of 35 students. It should be furnished with tables, bookcases for a central library, and a file cabinet for a minimum of 200 student folders. A number of electrical outlets should allow easy use of audio visual equipment by individual students.

2. Math Workshop has a normal capacity of 20 to 25 but should be able to hold a maximum of 35 students. Tables, a computer terminal, secure storage space, and file cabinet for at least 200 students folders are required.

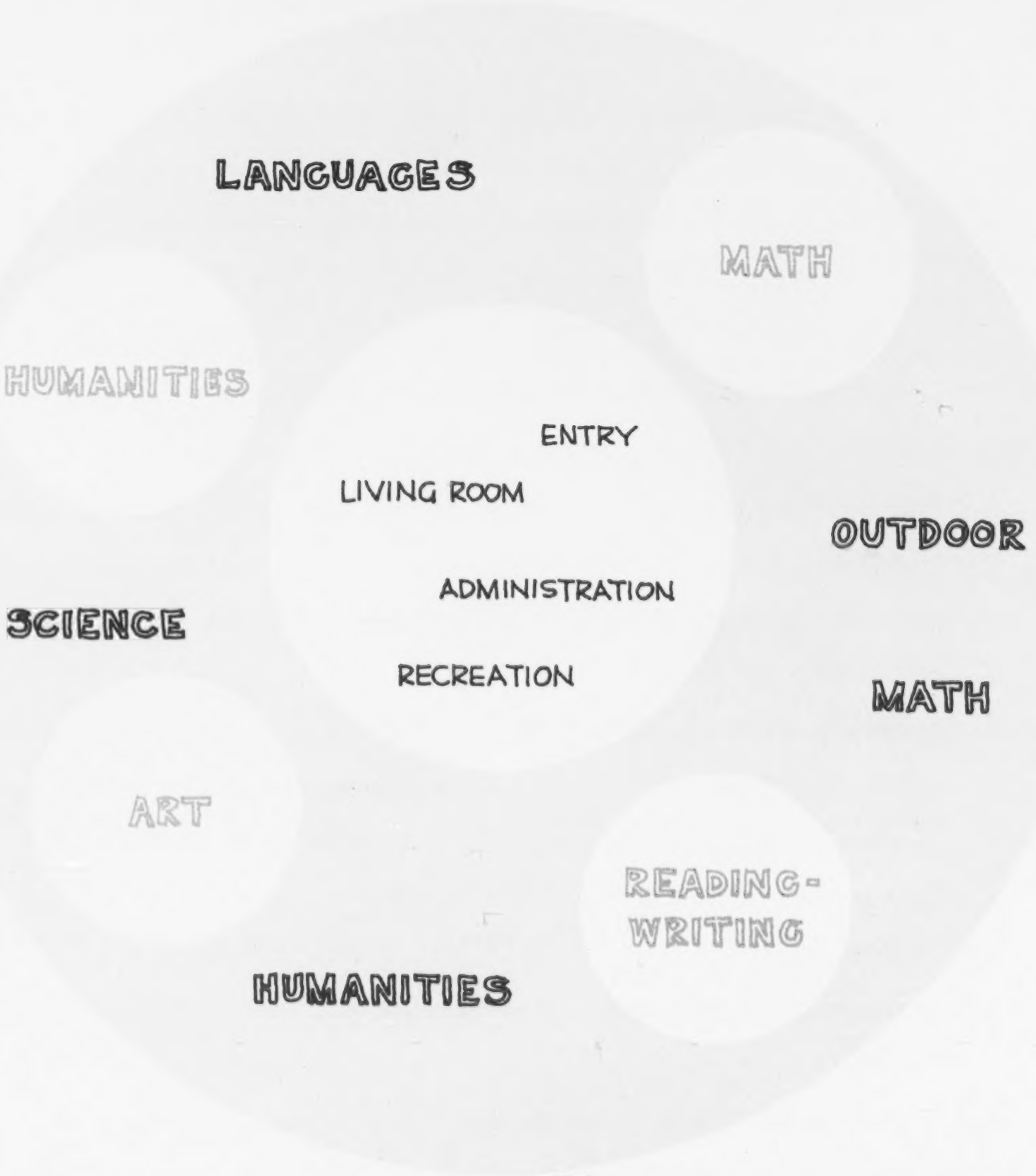
3. Humanities Center's normal capacity is for 45 students divided into smaller groups. It should be provided with bookcases for a humanities library, a file cabinet for student folders, storage space and electrical outlets for the use of audio visual equipment by groups of students, and tables where students may cluster, work, and share materials.

4. Art area may or may not be provided depending on the program of the house unit. Its capacity should be for 15 students with a sink and storage space for materials.

B. Flexible Spaces for activities which do not require fixed facilities or equipment. All special facilities should be portable.

1. Science area for 20 students with a sink or space for a portable science table, display area, secure storage space, and electrical outlets.

Spatial Abstraction



2. Language laboratory for 15 students with outlets available for equipment.

3. Humanities area for 10 to 15 students in smaller spaces which relate to the Humanities Center and containing electrical outlets for audio visual equipment.

4. Math area should accomodate 20 students as a teaching space auxiliary to the Math Workshop.

5. Outdoor space to be used as a classroom or for recreation.

II. NON–TEACHING SPACES

A. Entry should give identity to the house unit and distinguish it from neighboring buildings.

B. Living Room should act as the transition space between the exterior and interior spaces, should be located near the entry and furnished as a lounge and display for use by students and teachers.

C. Recreation space for light indoor recreation such as table tennis, pool, cards, and chess.

D. Administrative area should be a small office furnished with a desk, file cabinets, work table, and other necessary equipment.

E. Display spaces should be available throughout the whole house.

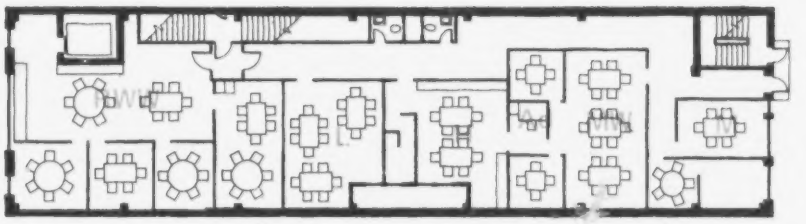
III. IDENTITY SPACE

A. Personal space identified by the position of individual 1' x 1' x 1' lockers for students and teachers.

B. Family space identified by focal points such as a family bulletin board.

IV. SERVICE SPACES: Storage, toilets, circulation.

The Houses



3625 Walnut St.

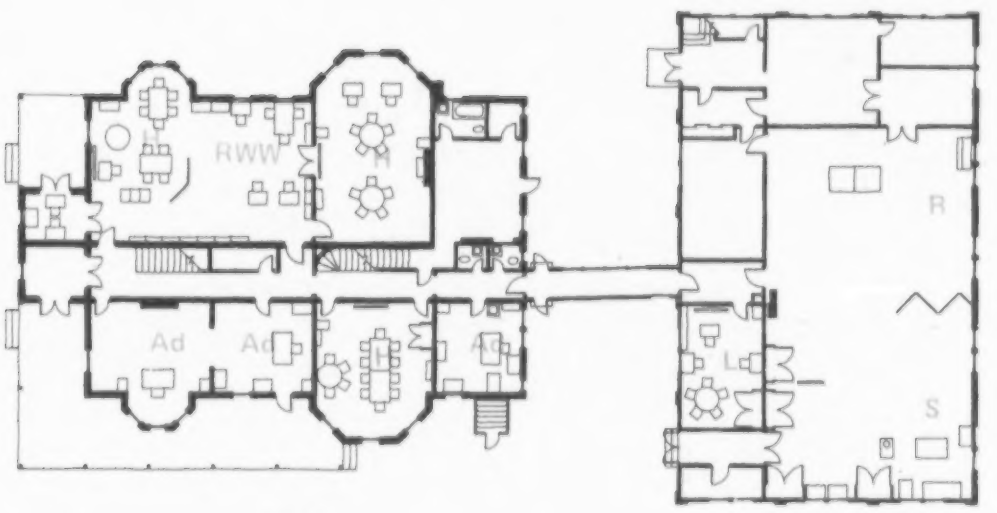
0 2 4 8 16

Second Floor

Reading–Writing Workshop	RWW
Math Workshop	MW
Humanities Center	HC
Art	A
Science	S
Languages	L
Humanities	H
Math	M
Living Room	LR
Recreation	R
Administration	Ad
Lounge	Lo
Display	d
Personal Space	p
Family Space	f

4226 Baltimore Ave.

First Floor



The first unit of the West Philadelphia Community Free School at 3833 Walnut Street is a typical corner row house. The Board of Education agreed in September, 1969, to rent the house from the University with plans to open it in November. In October, however, staff learned that in order to meet city requirements for school buildings, certain precautions against fire were necessary — a fire escape and fire doors in the basement had to be constructed.

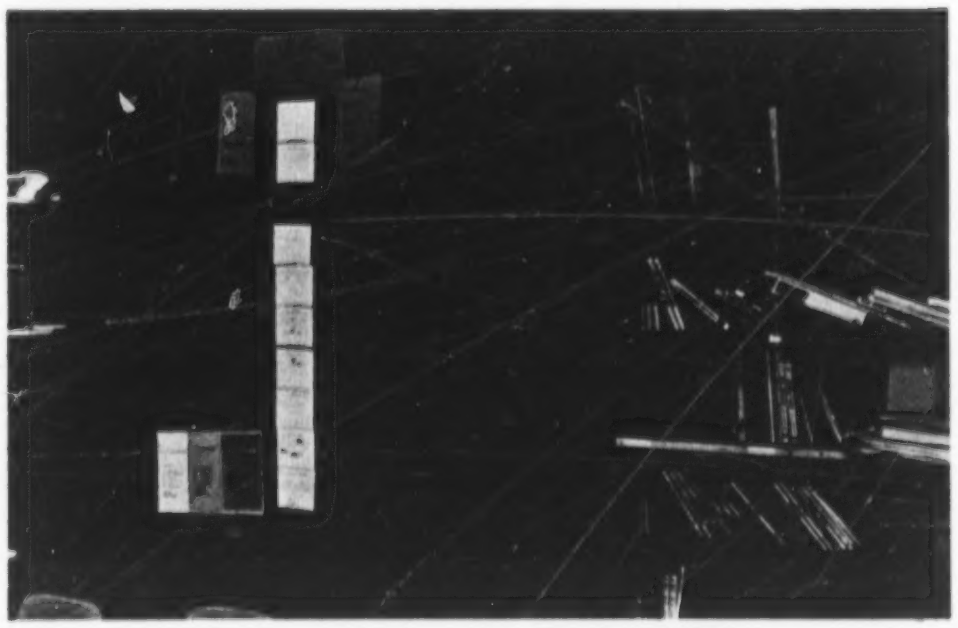
Various delays ensued. The contracting had to be put out to bid, and there was a prolonged discussion as to the Board of Education's willingness and/or ability to assume the cost of these renovations. Consequently, the opening date of the West Philadelphia Community Free School was put off until December. During the interim, staff and Community Board members continued to work and plan for the opening.

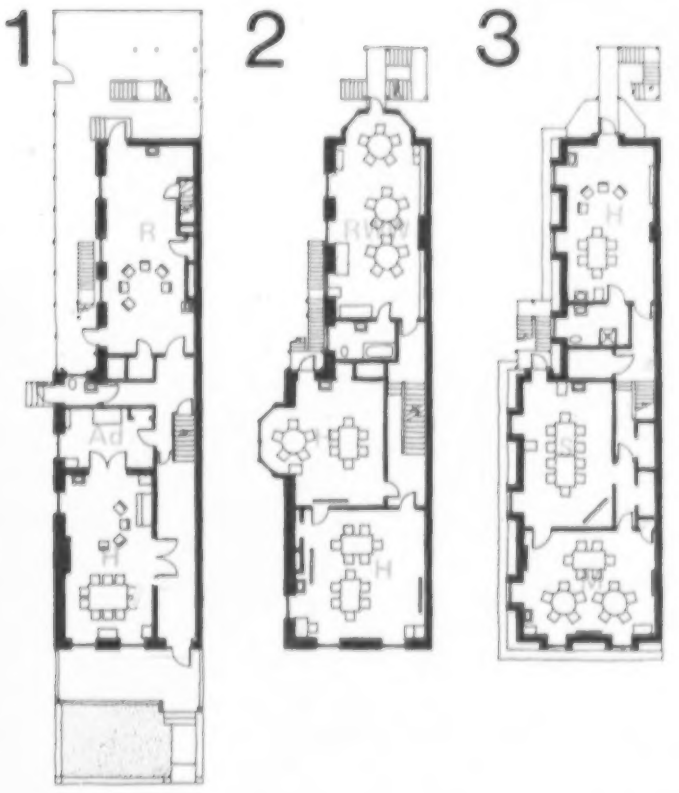
Soon after we learned of the need for a fire escape and other renovations, an equally serious problem arose, that of zoning. The building, a residence, had been zoned only for residential use although it stood virtually in the middle of the campus complex. Across the street is the Fels Institute of Local and State Government and the Center for Urban Ethnography. Much of the street is occupied by University fraternity and sorority houses.

By January, 1970, the contractor for the fire escape had still not been chosen, and the application for rezoning had been turned down. Community Board and staff members nevertheless decided to open the first unit despite these problems. Thus, on February 2, 1970, the West Philadelphia Community Free School opened with 200 students located in four temporary spaces: The Free Library, St. Mary's Church, a local Lutheran Church, and the University City Science Center. In March, a single facility was found to accomodate all 200 students, and the Community Free School moved there until the original house could be rezoned and also meet building requirements.

It was not until September, 1970, that construction of the fire escape was completed, and not until October that the Zoning Board approved the use of the building for educational purposes. Later that month, 200 students and their teachers moved into the house at 3833 Walnut Street. It is significant to note that had we decided to wait until this building was ready for occupancy before opening the West Philadelphia Community Free School, it might never have opened at all.

3833 Walnut St.





Evaluation

The Community Enrichment Program of the PASS Model is designed to acclimate student unfamiliar world of business, industry, and the arts. They work and study in offices and hospit to run computers, handle business transactions, and develop interests and talents in the arts and a disciplines. The aim of the program is to increase the student's areas of experience and compe encourage him to make choices and take risks further afield, and to give him real reasons for m the basic skills.

Initial plans called for students to spend 50 percent of their time in the Elective Enrichment Transportation problems, however, made this unrealistic. The Board of Education permitted the C ity Free School the use of a bus each day between 9:30 a.m. and 2 p.m., a difficult schedule for since it was important for both the in-house and outside programs to spread enrighment courses out the day. The bus often arrived late or not at all, and students had to find other means of transp at the last minute. Often they simply did not bother to attend their enrichment classes.

Other, more reliable means of transportation were sought: students walked or rode bicyc weather permitted; some were given tokens to use public transportation; a University bus was l the number of units grows, a mini-bus or busses seem a necessity as well as the development convenient means of transportation.

Another problem was students' fear and reluctance to enter commercial establishments and ins unfamiliar to them. Teachers and student teachers, therefore, accompanied students to their enrichment classes until they were comfortable enough in these new settings to go alone.

Businesses were understanding and cooperative with the West Philadelphia Community Fre despite these problems. Of great help was the Business Advisory Board, established in Septem and consisting of executives of major businesses in the West Philadelphia area. This Board wor the community coordinator in establishing new enrichment courses, gaining the interest and coo of other businesses and institutions, raising funds for the Elective Enrichment Program, and h any other way which their influence made possible.

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Re-entry & Environmental Systems Division

U.C.S.C.
UNIVERSITY CITY SCIENCE CENTER
BUILDING ONE

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56
DYNAMITE

GIRARD
BANK

The small house model is based on the premise that the students themselves can decorate and maintain a facility of this size. In two houses they have done just this, but one unit proved too large for students to cope with decorating and maintaining the whole house. Although this house provides a larger amount of space for all kinds of activities, it does not permit students the kind of responsibility the model envisions them to assume. Thus, there may be a limit on the size of any one facility which is to accomodate 200 students.

For actual usage of available space, we will discuss chiefly 3833 Walnut Street as that is the kind of space most typically available in West Philadelphia and as this facility was originally planned as the prototype house. This kind of row house structure lends itself to designing cozy rooms particularly useful for individualized and small group learning and conducive to a familiar and comfortable atmosphere. By plan and by necessity, the total house is open to all members of the Community Free School, including the bathrooms which are not segregated by sex or position. Students thus tend to keep these facilities clean and not to congregate there.

To provide private space, 1' x 1' x 1' lockers (ordered in August, 1969, but never received) also serving as benches were to be placed throughout the house. The many doors, a seeming disadvantage, can support an open school concept if they are left open. Along with this, painting and arrangement can combine unity with the creation of rooms for special activities. If closed, however, these doors promote a situation similar to the traditional high school, and the open school then reverts to a series of classrooms. Having classes break at different times eliminates the possible traffic problems of moving around a small house.

One advantage of the commercial building at 3625 Walnut Street which the row house does not have is an area to hold all the students for activities requiring a large amount of space. University facilities can be used for these occasions although access to them may be limited.

A serious difficulty with the row house is in the construction of safety precautions. According to safety requirements, the Board of Education is presently planning to build a fire enclosure within the house. Unless other means are found, such an enclosure may make the row house unusable for a school based on an educational concept such as the PASS Model.

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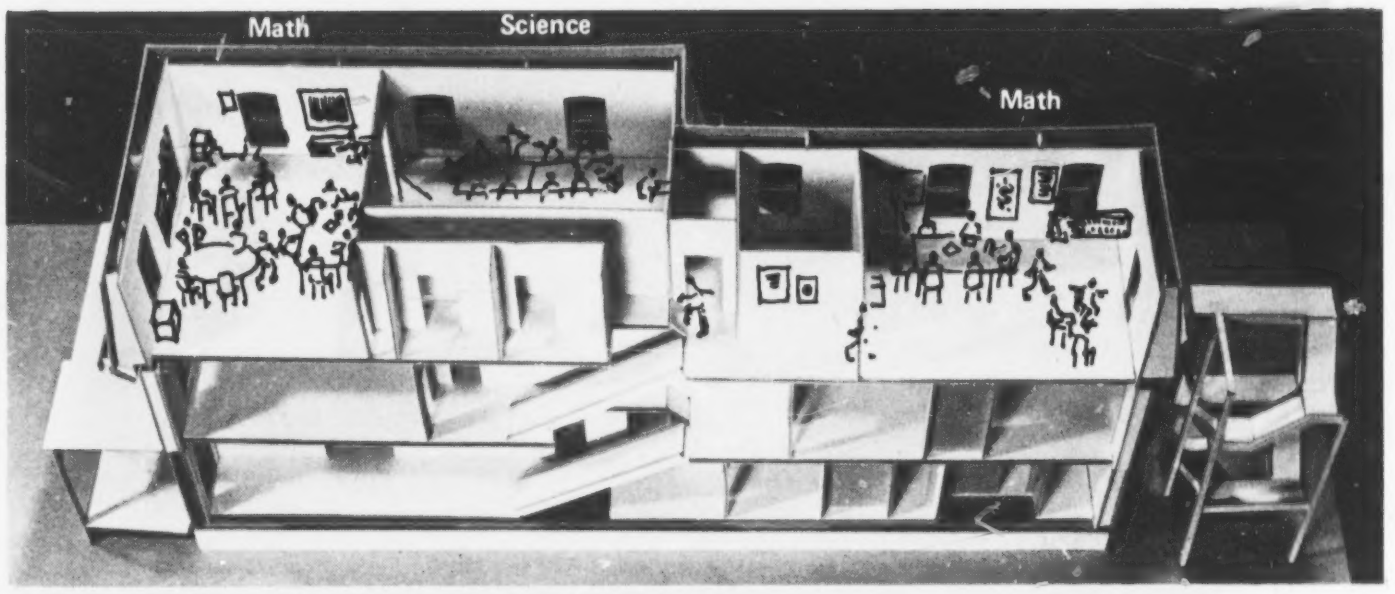

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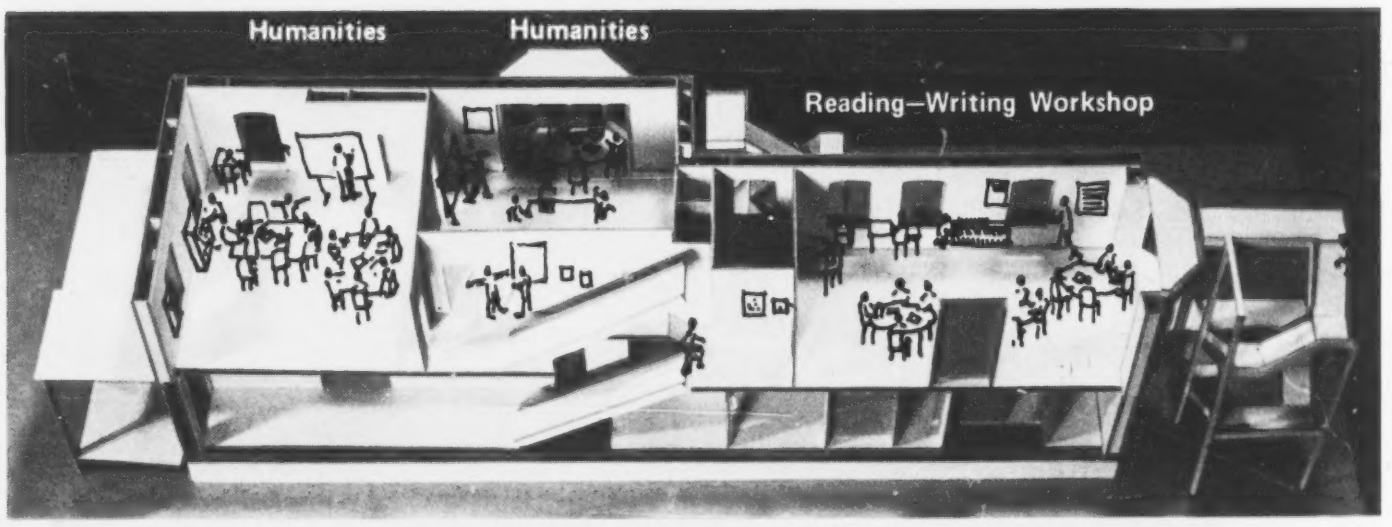

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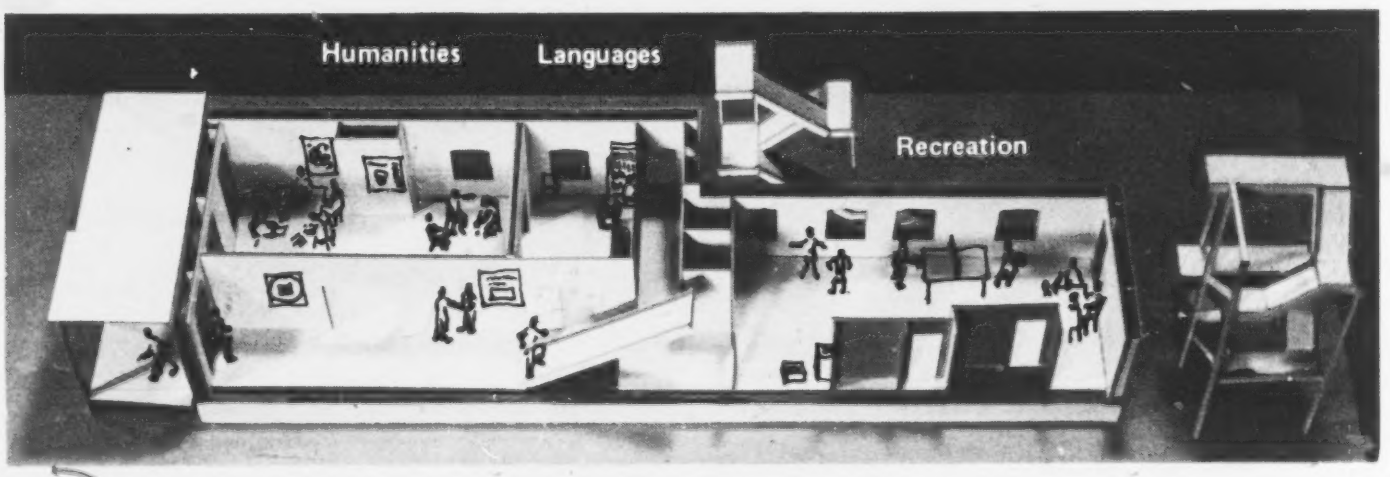


Model
3833
Walnut

The single most important factor in the placement of the three existing Community Free School units is their proximity to the University of Pennsylvania. This has been especially valuable in giving students, teachers, and staff access to such facilities as computers, the University museum, hospital, classrooms, meeting halls, and laboratories on a regular basis. University students and faculty have had greater access to the Community Free School as a teaching and learning laboratory and as an opportunity for involvement in the community and in public education.

The general University area is within easy traveling distance of West Philadelphia High School. Students often travel back to West after school for sports and other activities. The traditional high school's distance from the Community Free School units is critical: the Model conceives of the larger school as another resource center, offering counseling, health and other services that cannot be provided by the small house.

The possibilities with West Philadelphia High School, however, were never fully developed. The high school administration did not find it feasible to set up programs and schedules to accomodate Community Free School students. Ideally, these students should have been able to participate in classes and activities at West two or three times a week for such courses as typing and stenography. For future PASS schools and development of existing ones, there must be extensive cooperation between the traditional high school and the small house units.

Students were allotted travel time either to or from West, their enrichment courses, or around the University campus. Nevertheless their unfamiliarity with the area caused distractions and thus, lateness and absenteeism. This seems to be a likely problem in a program based upon a dispersed pattern such as this.

Finally, as close as the house units are to each other, their relative separation has been both an advantage and a disadvantage. The separation serves to strengthen the unity and spirit of each house, an important step towards the students acquiring self pride and a sense of responsibility for the success of others. The separation of the units, however, caused communication problems so that important information did not always reach all members of the Community Free School and opportunities for mutual aid and cooperation were sometimes missed. It seems necessary, therefore, to keep the houses a minimal distance apart, while at the same time, developing a workable system of communication among them.

Further Development

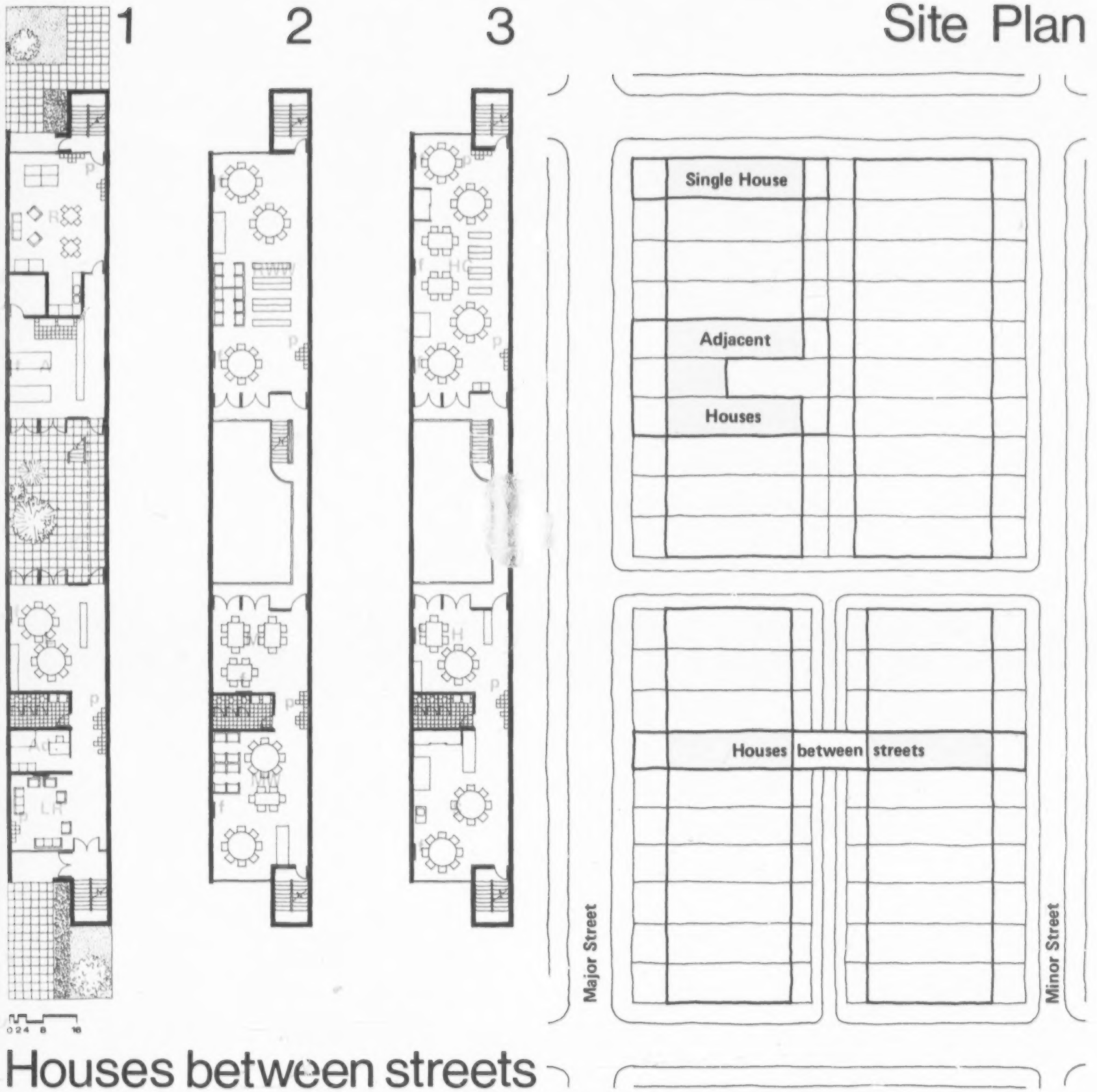
Recognizing the limitations of the single row house on a single lot, we have therefore designed variations on this plan which permit for more flexibility of movement and function. All are based on lot sizes which are typical of those to be found in West Philadelphia.

The first design is the single corner lot, identical to the site of the house at 3833 Walnut Street. In this design the major workshop spaces are centrally located because they are used by greater numbers of students at any one time. The smaller classroom spaces are located at the front and the back out of the major paths of movement. Although the house itself is adequate for an open school program, the size of the lot itself is too small. The design fills the whole lot thus eliminating any kind of yard space for classroom or recreational use.

The other two variations involve combinations of lots and houses. The first consists of two houses with a vacant lot between, a total of three lots within a block. This design leaves yard space both in the front and back of the houses as well as an exterior courtyard between them. The larger spaces connecting the two houses are the instructional workshop areas for humanities, reading and writing, and mathematics. Additional features of this design are a large display area at the front door and lounge areas on each floor.

The third design consists of two houses on two lots with an alley between them. One house faces a major street; the other faces an interior street. The advantage of this design is that it provides an interior courtyard which can be used for several purposes the year round. It also has a variety of street exposures, one rather busy, and the other relatively quiet.

House Designs



Houses between streets

Conclusions

The experience of the participants in this study seems to prove that it is indeed possible for a school based upon such a concept as the PASS Model to function and to expand within the public system and to provide very real benefits to the partners involved.

For the University, it is primarily a very feasible means of expansion and of concomitant service to the surrounding community and its residents. The schools based on the Model also give the University an opportunity to bring new experiences to its students. Penn students found their experiences in the Community Free School to be an important part of their studies, being thus involved at an intense level outside the classroom in the real world. It provides faculty with the opportunity for research in the field as well as for community involvement. Furthermore, the closeness of the house units to the campus area has made their involvement more feasible since University people may easily travel back and forth between the campus and the houses. The PASS Model also offers the possibility of maintaining one of the houses as a laboratory school controlled by the University.

Many schools and departments in the University, such as the Law School, the School of Social Work, the School of Architecture, and the Urban Studies Program could use a similar kind of scattered site plan for department expansion, program alternatives for their students, and as a means of community involvement for both students and faculty.

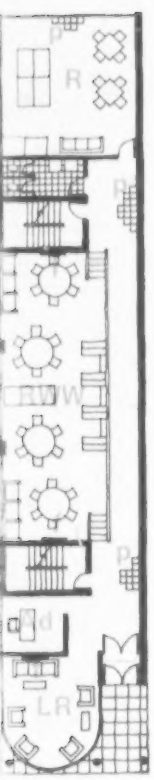
From the point of view of the Board of Education and the traditional secondary school, and despite the problems experienced in West Philadelphia, it is feasible to initiate such a school, particularly since certain existing buildings can be used and growth in the student population can be accomodated without enormous expenditures of capital funds.

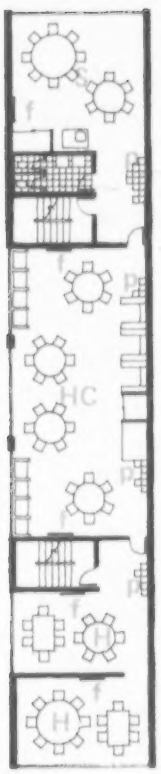
It meets the need for community participation, at several levels, in the public schools and in the educational process itself. Hopefully, it can act as a catalyst in the development and cooperation of community interests and sectors in an area which is of ultimate concern to all of them.

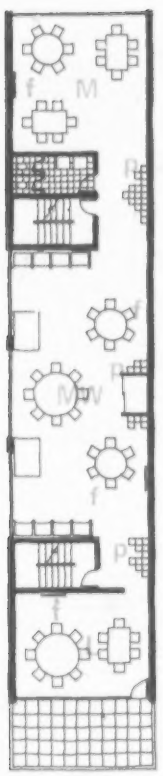
However, as this study shows, there do emerge problems in the use of existing structure and in the use of the scattered site concept. Further study needs to be undertaken to determine how such existing buildings may best be used to provide much needed facilities for schools.

House Designs

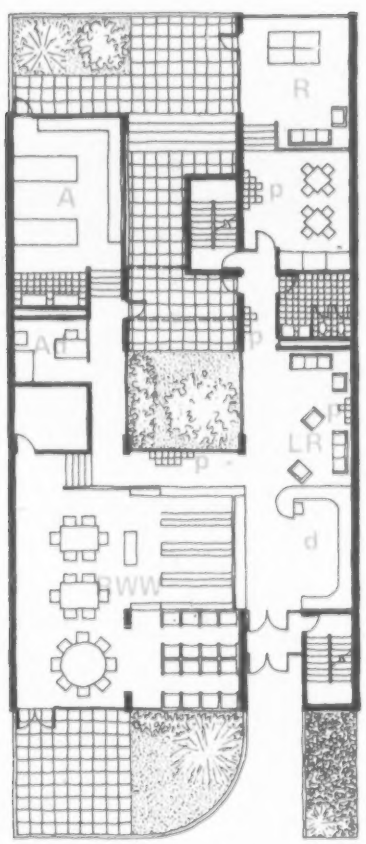
Single House

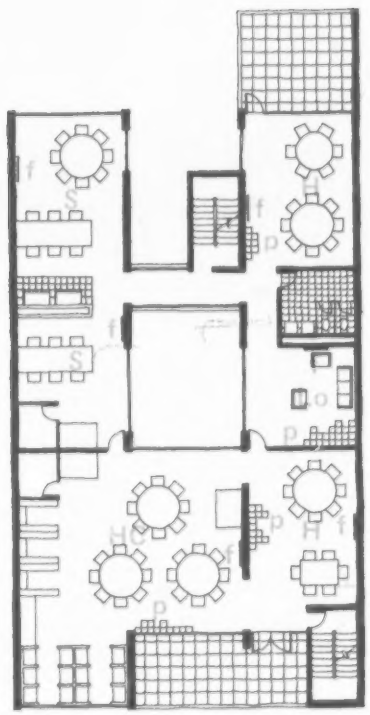


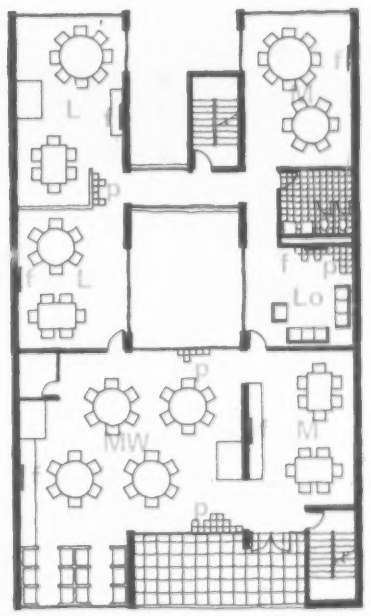




Adjacent Houses







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South Eastern Pennsylvania Transportation Authority

West Philadelphia Chamber of Commerce